

About The New England Common Assessment Program



This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.

Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

School Results

School: Teresa C Hamlin Elem School

District: RSU 11/MSAD 11

Code: 1205-1520



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Grade Level Summary Report

School: Teresa C Hamlin Elem School
 District: RSU 11/MSAD 11
 State: Maine
 Code: 1205-1520

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				19	5	26	11	58	3	16	0	0	550	144	15	56	22	7	546	13,422	15	53	23	9	545	
MATH				19	2	11	12	63	3	16	2	11	545	142	17	49	21	13	544	13,440	16	48	18	18	543	
WRITING				19	0	0	10	53	6	32	3	16	539	144	4	33	44	18	537	13,395	6	35	45	14	538	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Reading Results

School: Teresa C Hamlin Elem School
 District: RSU 11/MSAD 11
 State: Maine
 Code: 1205-1520

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

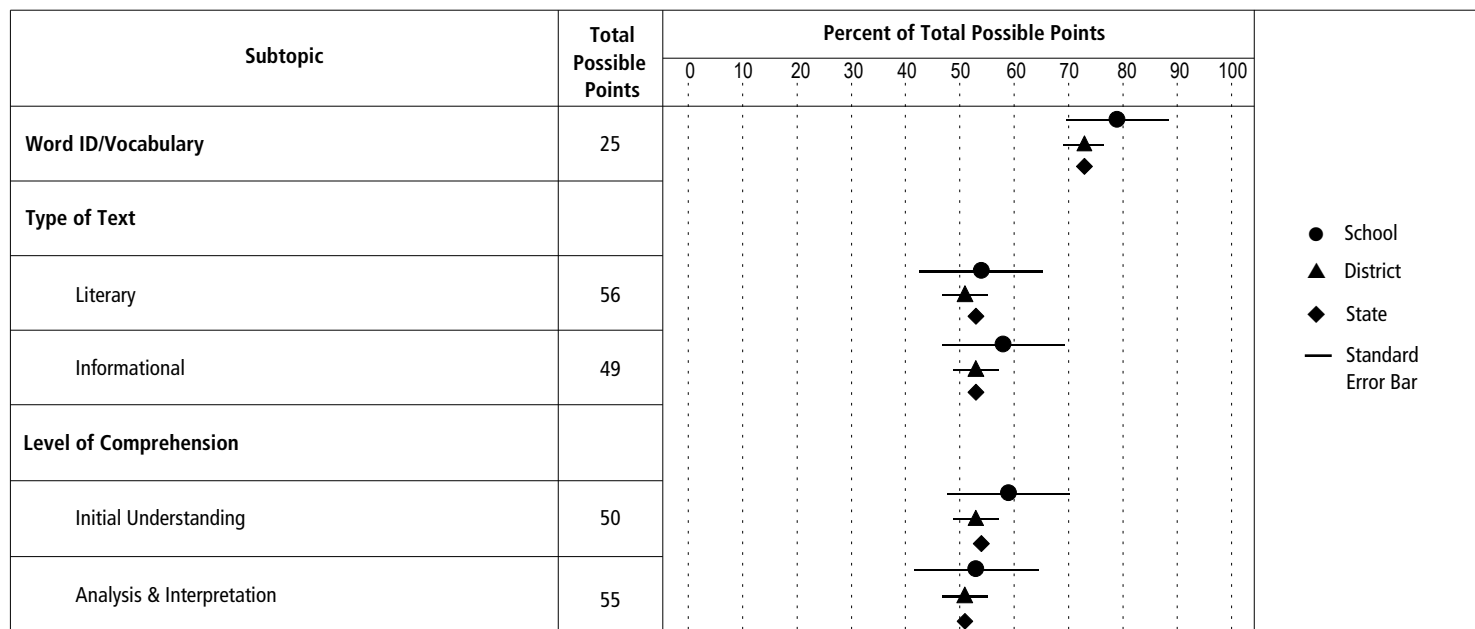
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				12	1	8	8	67	3	25	0	0	547
2010-11				20	2	10	12	60	4	20	2	10	544
2011-12				19	5	26	11	58	3	16	0	0	550
Cumulative Total				51	8	16	31	61	10	20	2	4	547
District													
2009-10				132	8	6	87	66	30	23	7	5	544
2010-11				166	20	12	87	52	37	22	22	13	543
2011-12				144	22	15	80	56	32	22	10	7	546
Cumulative Total				442	50	11	254	57	99	22	39	9	544
State													
2009-10				13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11				13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12				13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative Total				40,523	6,190	15	22,291	55	8,708	21	3,334	8	545





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Reading Results

School: Teresa C Hamlin Elem School
District: RSU 11/MSAD 11
State: Maine
Code: 1205-1520

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				19	5	26	11	58	3	16	0	0	550	144	15	56	22	7	546	13,422	15	53	23	9	545
Gender																									
Male				9										68	10	51	29	9	543	6,936	10	52	26	11	543
Female				10	3	30	6	60	1	10	0	0	551	76	20	59	16	5	548	6,486	21	54	19	6	547
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						117	6	40	38	15	539
Asian				1										2						239	21	55	15	9	547
Black or African American				0										0						387	5	35	29	30	537
Native Hawaiian or Pacific Islander				0										0						13	38	38	8	15	549
White				17	5	29	9	53	3	18	0	0	550	141	15	55	23	7	545	12,290	16	54	23	8	545
Two or more races				0										0						155	13	53	24	10	545
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						436	5	34	32	29	537
Former LEP student - monitoring year 1				0										0						21	38	62	0	0	554
Former LEP student - monitoring year 2				0										0						15	60	33	7	0	557
All Other Students				19	5	26	11	58	3	16	0	0	550	144	15	56	22	7	546	12,950	16	54	23	8	545
IEP																									
Students with an IEP				3										16	0	25	50	25	535	2,123	1	25	39	35	534
All Other Students				16	5	31	10	63	1	6	0	0	552	128	17	59	19	5	547	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students				10	1	10	6	60	3	30	0	0	546	66	8	55	32	6	543	6,165	8	48	29	14	541
All Other Students				9										78	22	56	14	8	547	7,257	22	57	17	4	548
Migrant																									
Migrant Students				0										0						7					
All Other Students				19	5	26	11	58	3	16	0	0	550	144	15	56	22	7	546	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services				7										49	8	49	29	14	542	2,638	5	41	40	14	540
All Other Students				12	3	25	7	58	2	17	0	0	551	95	19	59	19	3	548	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan				0										4						300	9	52	30	9	543
All Other Students				19	5	26	11	58	3	16	0	0	550	140	16	56	21	6	546	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Mathematics Results

School: Teresa C Hamlin Elem School
 District: RSU 11/MSAD 11
 State: Maine
 Code: 1205-1520

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

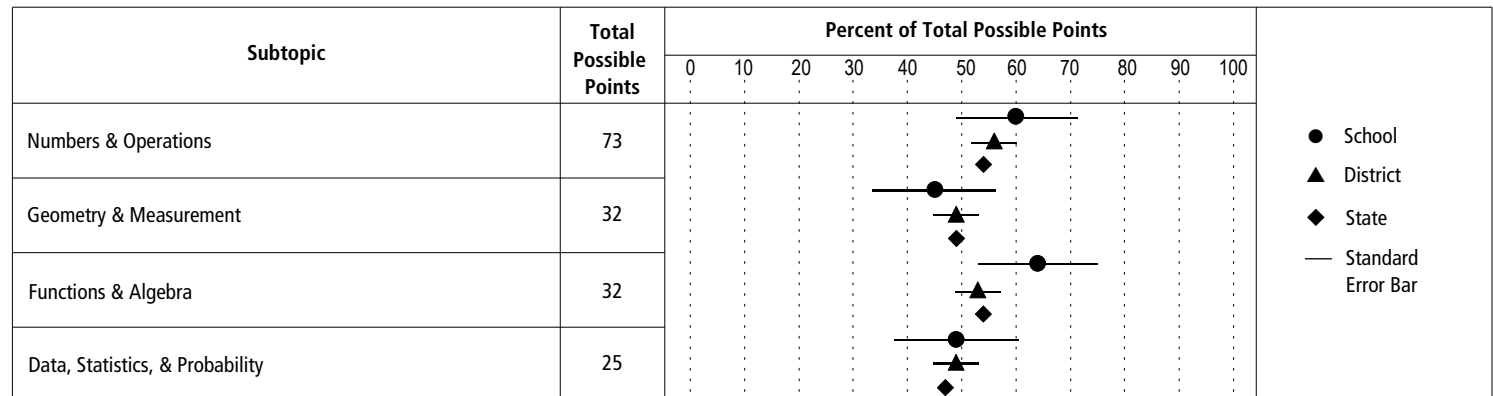
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				12	2	17	6	50	3	25	1	8	544
2010-11				20	2	10	6	30	5	25	7	35	540
2011-12				19	2	11	12	63	3	16	2	11	545
Cumulative Total				51	6	12	24	47	11	22	10	20	543
District													
2009-10				132	9	7	63	48	37	28	23	17	541
2010-11				165	16	10	71	43	35	21	43	26	541
2011-12				142	24	17	69	49	30	21	19	13	544
Cumulative Total				439	49	11	203	46	102	23	85	19	542
State													
2009-10				13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11				13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12				13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total				40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Mathematics Results

School: Teresa C Hamlin Elem School
District: RSU 11/MSAD 11
State: Maine
Code: 1205-1520

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				19	2	11	12	63	3	16	2	11	545	142	17	49	21	13	544	13,440	16	48	18	18	543
Gender																									
Male				9										66	23	44	21	12	545	6,949	17	47	18	18	543
Female				10	1	10	6	60	1	10	2	20	544	76	12	53	21	14	544	6,491	16	49	18	17	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						119	7	47	24	23	540
Asian				1										2						242	23	48	14	15	546
Black or African American				0										0						392	4	31	21	44	534
Native Hawaiian or Pacific Islander				0										0						13	23	54	8	15	546
White				17	1	6	11	65	3	18	2	12	544	139	16	49	22	14	544	12,295	17	49	18	16	543
Two or more races				0										0						155	19	45	18	18	543
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						449	3	32	20	44	534
Former LEP student - monitoring year 1				0										0						21	43	48	5	5	553
Former LEP student - monitoring year 2				0										0						15	47	33	7	13	555
All Other Students				19	2	11	12	63	3	16	2	11	545	142	17	49	21	13	544	12,955	17	48	18	17	543
IEP																									
Students with an IEP				3										14	7	36	21	36	538	2,131	3	24	24	49	532
All Other Students				16	2	13	11	69	2	13	1	6	547	128	18	50	21	11	545	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students				10	0	0	6	60	2	20	2	20	542	64	9	53	20	17	543	6,181	8	43	23	26	539
All Other Students				9										78	23	45	22	10	546	7,259	23	52	14	10	546
Migrant																									
Migrant Students				0										0						7					
All Other Students				19	2	11	12	63	3	16	2	11	545	142	17	49	21	13	544	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services				7										49	2	43	35	20	538	2,644	3	36	30	32	537
All Other Students				12	2	17	8	67	1	8	1	8	547	93	25	52	14	10	548	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan				0										4						300	10	45	24	20	541
All Other Students				19	2	11	12	63	3	16	2	11	545	138	17	49	20	14	544	13,140	17	48	18	17	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

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Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Writing Results

School: Teresa C Hamlin Elem School
 District: RSU 11/MSAD 11
 State: Maine
 Code: 1205-1520

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

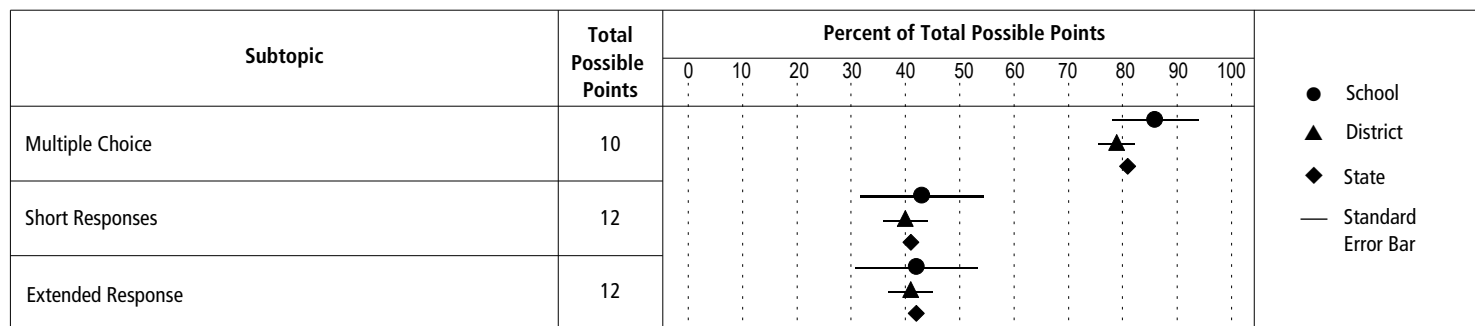
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11				20	1	5	7	35	10	50	2	10	538
2011-12				19	0	0	10	53	6	32	3	16	539
Cumulative Total				39	1	3	17	44	16	41	5	13	538
District													
2009-10													
2010-11				166	6	4	56	34	82	49	22	13	537
2011-12				144	6	4	48	33	64	44	26	18	537
Cumulative Total				310	12	4	104	34	146	47	48	15	537
State													
2009-10													
2010-11				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12				13,395	771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total				26,830	1,908	7	9,281	35	12,371	46	3,270	12	539





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Writing Results

School: Teresa C Hamlin Elem School
 District: RSU 11/MSAD 11
 State: Maine
 Code: 1205-1520

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				19	0	0	10	53	6	32	3	16	539	144	4	33	44	18	537	13,395	6	35	45	14	538
Gender																									
Male				9										68	1	26	46	26	534	6,914	3	28	50	19	535
Female				10	0	0	5	50	3	30	2	20	539	76	7	39	43	11	539	6,481	9	42	41	9	541
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										1						219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						117	1	21	50	29	532
Asian				1										2						238	8	40	39	13	540
Black or African American				0										0						384	2	24	42	33	532
Native Hawaiian or Pacific Islander				0										0						13	15	62	8	15	545
White				17	0	0	9	53	5	29	3	18	539	141	4	33	45	18	536	12,269	6	35	46	14	538
Two or more races				0										0						155	5	34	42	19	537
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				0										0						434	4	24	42	30	533
Former LEP student - monitoring year 1				0										0						20	5	55	35	5	542
Former LEP student - monitoring year 2				0										0						15	20	53	27	0	546
All Other Students				19	0	0	10	53	6	32	3	16	539	144	4	33	44	18	537	12,926	6	35	45	14	538
IEP																									
Students with an IEP				3										16	0	6	63	31	529	2,111	<1	8	43	48	527
All Other Students				16	0	0	9	56	5	31	2	13	541	128	5	37	42	16	538	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students				10	0	0	4	40	4	40	2	20	537	66	3	27	47	23	535	6,149	3	26	50	21	535
All Other Students				9										78	5	38	42	14	538	7,246	8	42	41	9	540
Migrant																									
Migrant Students				0										0						6					
All Other Students				19	0	0	10	53	6	32	3	16	539	144	4	33	44	18	537	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services				7										49	0	18	59	22	533	2,633	2	20	55	23	534
All Other Students				12	0	0	6	50	4	33	2	17	540	95	6	41	37	16	539	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan				0										4						299	2	24	57	17	535
All Other Students				19	0	0	10	53	6	32	3	16	539	140	4	34	44	18	537	13,096	6	35	45	14	538

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.